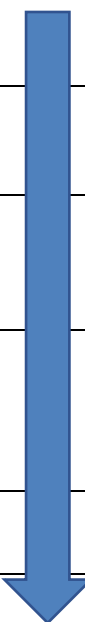


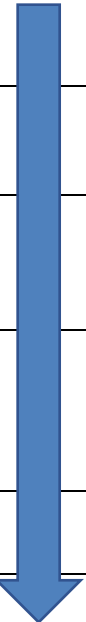


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<b>Mission Statement:</b>	The mission of the Goleta Union School District is to maximize academic, intellectual, and personal growth in order for each student to prosper in, and positively influence, a diverse and dynamic world.			
<b>Strategic Goals:</b>	<p><b>Student Learning:</b> We will demonstrate robust student achievement; reduce disparity in levels of achievement between student demographic groups</p> <p><b>Best Practices:</b> We will apply best practices in teaching and learning</p> <p><b>Technology:</b> We will provide embedded technology support within a comprehensive course of study that includes creativity, communication collaboration, and critical thinking for all students</p> <p><b>Learning Environment:</b> We will provide effective learning environments <i>that support student learning</i></p> <p><b>Community Involvement:</b> We will value community involvement and local control</p>			
District Goals	Indicators	Measures	Responsible and Involved Persons	Professional Development/ Resource Needed
<p><b>Student Learning</b></p> <p>1. Professional Learning Communities</p> <p>2. Achievement</p> <p>    a. ELA/Math/Science</p> <p>    b. Broad Course of Study: Art, Music, Science, Technology, PE</p>				
<p><b>Best Practices</b></p> <p>Research-Based Best Practices, Teaching Methods, Content Standards</p>				
<p><b>Technology</b></p> <p>Integration of Course of Study with 4 Cs, Innovation, Life and Career Skills, and Information, Media and Technology Skills</p>				
<p><b>Learning Environment</b></p> <p>1. Effective Environment</p> <p>2. Safety</p> <p>3. Wellness</p> <p>4. Facilities</p> <p>5. Human Resources</p>				
<p><b>Community Involvement</b></p> <p>1. Community</p> <p>2. Local Resources</p>				
<p><b>Resource Alignment</b></p> <p>Financial</p>				

**Note:** Items that are *italicized* are also in the LCAP

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**1. STRATEGIC GOAL – Student Learning – School Year 2018 - 2019**

<b>Mission Statement:</b>	The mission of the Goleta Union School District is to maximize academic, intellectual, and personal growth in order for each student to prosper in, and positively influence, a diverse and dynamic world.
<b>Strategic Goal:</b>	<b>Student Learning:</b> Demonstrate robust student achievement; reduce disparity in levels of achievement between student demographic groups

<b>District Goal: Student Learning LCAP Goal 1 1. Professional Learning Communities</b>	<b>Indicators</b>	<b>Measures</b>	<b>Responsible and Involved Persons</b>	<b>Professional Development/Resources Needed</b>
We will demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.  <i>LCAP State Priorities 4, 8</i>	<ul style="list-style-type: none"> <li>● Increase productive and effective research-based practices through the venue of PLCs to instill best practices, e.g. collaborative time, assessment literacy, and align Professional Practice Goals to LCAP and SPSA.</li> </ul>	<ul style="list-style-type: none"> <li>● Increased alignment between Professional Practice Goals and LCAP, SPSA. Supporting conditions, e.g. collaborative time, data analysis, assessment literacy, and root cause identification.</li> <li>● Increased alignment between Professional Practice Goals and LCAP, SPSA.</li> <li>● Teams of teachers, principals, administrators, and trustees will attend PLC Summit.</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Assistant Superintendent of Instructional Services</li> <li>● Director of Instructional Services</li> <li>● Principals</li> <li>● Teachers and PLC Leads</li> </ul>	<ul style="list-style-type: none"> <li>● PLC training for existing and new staff</li> <li>● Attendance at annual PLC Summit</li> <li>● Release Time for data teams order PLCs, PLC Leads</li> <li>● Substitute Costs</li> <li>● Collaboration Time</li> <li>● Coaching</li> </ul>
We will build and maintain teacher and administrator capacity to analyze and use formative assessment and achievement data to guide instruction and evaluate program effectiveness	<ul style="list-style-type: none"> <li>● Principals will self-evaluate their school functioning on the 12 PLC essential strands.</li> <li>● Principals will identify teachers on site to support PLC implementation.</li> <li>● Principals will set a PLC goal and implementation plan for their school site, based</li> </ul>	<ul style="list-style-type: none"> <li>● Principals will complete baseline and end-of year PLC self-assessment.</li> <li>● PLC site meeting agenda/minutes</li> <li>● Site Professional Development Plan, 2018-2019</li> </ul>	<ul style="list-style-type: none"> <li>● Same as above</li> </ul>	<ul style="list-style-type: none"> <li>● Essential strands, from Learning by Doing.</li> <li>● New Teacher Training`</li> <li>● Leadership and teacher teams attend PLC Summit</li> <li>● Principal PLC time dedicated to support colleagues on PLC Implementation</li> </ul>

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	<p>on PLC self-assessment, site SPSA goals, and teacher-lead input.</p> <ul style="list-style-type: none"> <li>● All schools will have a minimum of two 45-minute blocks of specialist time where teachers can meet collaboratively to discuss student progress based on data and best instructional strategies.</li> <li>● At least one meeting/week is dedicated to PLC work. Principals will work with teachers to determine a communication tool to document PLC work.</li> <li>● Teachers will administer the Star 360 and benchmark assessments for baseline and 3x/year. Teachers will review data in PLC Meetings.</li> <li>● School sites will meet 4x/year in data teams to review students not making adequate progress</li> <li>● Schools sites will have an SST team/process to support students needing more intensive supports.</li> <li>● Principals will work with teachers to develop a process for establishing student goals</li> <li>● Principals will work with</li> </ul>	<ul style="list-style-type: none"> <li>● School schedules</li> <li>● Site communication tool</li> <li>● Teachers will conduct assessments and input scores into data management system (EADMs/iOEducation)</li> <li>● Data team agenda/minutes</li> <li>● SST schedules and documentation</li> <li>● Student goals established based on benchmark and formative assessments</li> <li>● Principal communication regarding</li> </ul>		<ul style="list-style-type: none"> <li>● PLC Global Library purchased as resource for Principals to build staff capacity</li> <li>● Data Literacy PD embedded into Leadership, GUSD Committee work, PD Days, and staff meetings</li> <li>● Continued PD on PLC process, including what are PLCs, Data Teams, and SSTs</li> <li>● PD support for principals on creating a PD plan for their site</li> <li>● Elementary school-based intervention funding</li> </ul>
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	<p>teachers to establish a process and expectation for Star 360 progress monitoring</p> <ul style="list-style-type: none"> <li>Principals and Teachers will develop capacity for understanding Star 360 reports and data to inform instruction</li> </ul>	<p>progress monitoring expectations, Star 360 data</p> <ul style="list-style-type: none"> <li>October PD Day focused on Data Literacy. GUSD Committee Meetings include data literacy development. Principal Leadership meetings include data literacy development with prepared information for principals to share with teachers</li> </ul>		
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<b>District Goal: Student Learning</b> <b>LCAP Goal 1</b> <b>2a. Achievement: ELA/Math/Science</b>	<b>Indicators</b>	<b>Measures</b>	<b>Responsible and Involved Persons</b>	<b>Professional Development/Resources Needed</b>
<p>We will demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.</p> <p><i>LCAP State Priorities 4, 8</i></p>	<ul style="list-style-type: none"> <li><i>Positively increase the distance from 3 for all students while narrowing the gap between All and subgroups as measured by the distance from 3 ELA Scaled Scores.</i></li> <li><i>Positively increase the distance from 3 for all students while narrowing the gap between All and subgroups as measured by the distance from 3 Mathematics Scaled Scores.</i></li> <li><i>Positively increase student progress is measured by local reading and math</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Positively increase the distance from 3 by 5 or more points that demonstrates a narrow gap between All and student subgroups.</i></li> <li><i>Positively increase the distance from 3 by 5 or more points that demonstrates a narrow gap between All and student subgroups.</i></li> <li><i>Increase SGP for all subgroups by one percentile point or more as measured by the STAR 360</i></li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> <li>Deputy Superintendent</li> <li>Assistant Superintendent of Instructional Services</li> <li>Director of Instructional Services</li> <li>Principals</li> <li>Teachers and Teacher Leaders</li> <li>Curriculum Council</li> </ul>	<ul style="list-style-type: none"> <li>Release time/teacher hourly to score benchmark assessments.</li> <li>Funds for training and software licensing for STAR 360, EADMS Data Management System, ELPAC and progress monitoring assessments.</li> <li>PD for effective implementation of standards aligned curriculum and best instructional practices in ELA, ELD, NGSS, MTSS, PLCs, new teacher induction, and</li> </ul>

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	<p><i>benchmarks (STAR 360) for all students and never the gap for subgroups of students.</i></p> <ul style="list-style-type: none"> <li>● Increase the average response of MTSS practices (implementation fidelity) by 10 points.</li> </ul>	<p><i>Benchmark</i></p> <ul style="list-style-type: none"> <li>● Increase the average response districtwide by 10 points and decrease the variance among schools based on prior year responses.</li> </ul>		<p>administrator training and coaching</p> <ul style="list-style-type: none"> <li>● Release time/PD for teachers piloting NGSS materials.</li> <li>● One FTE general education Learning Center Teacher at each site.</li> <li>● .5 FTE school psychologists at sites for services not related to special education.</li> </ul>
<p>We will maintain rigorous growth targets for all subgroups, including measures of fluency for English learners and increased reclassification rates by completion of grade six.</p>	<ul style="list-style-type: none"> <li>● School sites establish goals through Single Plans for Student Achievement (SPSA)</li> <li>● All Title I Schools have a site goal for English Learners</li> <li>● Development of a system to monitor and communicate all English Learners’ progress toward reclassification by site principals and Director of Instructional Services</li> <li>● All EL students will receive 30 minutes/day of English Language Development.</li> <li>● Development of a comprehensive EL Plan for designated and integrated ELD that includes summative and formative assessment tools and timeline, progress</li> </ul>	<ul style="list-style-type: none"> <li>● Schoolwide goals in SPSA target student improvement in ELA, Math, and English Language Development</li> <li>● SPSA Goal</li> <li>● EL Monitoring Data (ELPAC, SBAC, STAR 360 data)</li> <li>● ELD Schedules/Rosters</li> <li>● EL Plan</li> </ul>	<ul style="list-style-type: none"> <li>● All of above plus Assistant Superintendent of Fiscal Services</li> </ul>	<ul style="list-style-type: none"> <li>● Data and communication system/tool for monitoring EL Progress</li> <li>● PD for Principals on increased specificity of school-wide plans to meet diverse student needs and funding allocation</li> <li>● Professional Learning Network support for development of EL Plan</li> </ul>

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	<p>monitoring of ELs and RFEPs, parent communication and education, curriculum review and recommendations, teacher PD plan for ELs</p> <ul style="list-style-type: none"> <li>● Instructional Rounds will support teacher and site leader capacity in increasing student oral language fluency and complexity</li> </ul>	<ul style="list-style-type: none"> <li>● Instructional Rounds Data</li> </ul>		
<p>We will create and maintain robust opportunities for high – achieving and gifted learners within the context of depth, complexity, and rigorous learning objectives.</p>	<ul style="list-style-type: none"> <li>● All teachers in 4th-6th grade will know who their grade level students identified as gifted are</li> <li>● 2nd-6th grade teachers will introduce depth of complexity, universal themes to all students, with additional emphasis for students identified as gifted</li> <li>● 4th-6th grade teachers will introduce independent study to all identified gifted learners, or to all learners</li> <li>● 4th-6th students with an independent study project will be invited to share at the Independent Study Showcase in May 2019</li> <li>● 1st grade teachers and teachers new to a grade level or GUSD will receive a 5 day series of PD on GES</li> <li>● TOSA will train principals on</li> </ul>	<ul style="list-style-type: none"> <li>● 4th-6th teachers participate in Gifted Services refresher with resources for student identification</li> <li>● Teachers will communicate with parents regarding supports for students with gifted needs by first trimester conferences</li> <li>● Gifted services committees will discuss progress. Principal observations of gifted identified students and their teachers</li> <li>● May Independent Study Showcase</li> <li>● TOSA observations, teacher meetings, and training attendance logs and reflections</li> <li>● Leadership meeting</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Assistant Superintendent of Instructional Services</li> <li>● TOSA</li> <li>● Gifted Services Committees (Parent and Teacher)</li> <li>● Curriculum Council</li> <li>● Teachers</li> </ul>	<ul style="list-style-type: none"> <li>● PD refresher for teachers in Gifted Education Services (2nd - 6th grade), August 2018</li> <li>● PD for principals regarding GES (ongoing during leadership meetings)</li> <li>● Parent education nights (4x/year)</li> </ul>

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	key elements to look for in classrooms on GES	agenda/minutes		
We will integrate Next Generation Science Standards (NGSS) and other STEM opportunities into district curriculum.	<ul style="list-style-type: none"> <li>• Conduct mini pilot of NGSS curriculum beginning in January 2019.</li> <li>• Develop, conduct, and communicate school site survey to understand STEM opportunities on each schools</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher trainings and input meetings held in January/March/May. Recommendation to Trustees for NGSS curriculum in May 2019.</li> <li>• Survey results shared during leadership meeting &amp; NGSS Steering Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Assistant Superintendent of Instructional Services</li> <li>• Director of Instructional Services</li> <li>• NGSS Steering Committee</li> <li>• Principals</li> <li>• Curriculum Council</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot materials</li> <li>• PD for principals, teachers regarding the shifts of NGSS</li> <li>• Adoption review guidelines and evaluation materials (to be created by NGSS Steering Committee &amp; Curriculum Advisory Council)</li> </ul>

District Goal: Student Learning LCAP Goal 1 2b. Broad Course of Study: Art, Music, Science, Technology, PE	Indicators	Measures	Responsible and Involved Persons	Professional Development/Resources Needed
We will continue the district’s commitment to a broad course of study including arts, music, science, technology, and PE for every student.	<ul style="list-style-type: none"> <li>• All schools will offer all students opportunities to participate in music, art, PE, technology, library, and science.</li> <li>• Conduct inventory of what opportunities are available to students on each site to support a broad course of study</li> </ul>	<ul style="list-style-type: none"> <li>• Site schedules, principal input</li> <li>• Survey results shared in leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Asst Supt Instructional Services</li> <li>• Director of Instructional Services</li> <li>• Principals</li> </ul>	<ul style="list-style-type: none"> <li>• PD for PE Teachers</li> <li>• GUSD Teacher Technology Leads support sites with PD</li> <li>• NGSS Steering Committee &amp; Curriculum Advisory Council support Science PD for teachers</li> </ul>

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**2. STRATEGIC GOAL – Best Practices – School Year 2018 - 2019**

<b>Mission Statement:</b>	The mission of the Goleta Union School District is to maximize academic, intellectual, and personal growth in order for each student to prosper in, and positively influence, a diverse and dynamic world.
<b>Strategic Goals:</b>	<b>Best Practices:</b> Apply best practices in teaching and learning

District Goal: Best Practices LCAP Goal 2	Indicators	Measures	Responsible and Involved Persons	Professional Development/Resources Needed
<p>We will apply best practices in teaching and learning, including effective implementation of new State Standards, including mathematics, ELD/ELA and science.</p> <p><i>LCAP State Priority 2, 4, 7</i></p>	<ul style="list-style-type: none"> <li>● <i>Implement aligned ELA/ELD materials districtwide.</i></li> <li>● <i>Prevent summer regression among disadvantaged students.</i></li> <li>● <i>Increase teachers who are trained to target instruction specific to students’ needs.</i></li> <li>● <i>Use instructional rounds data to monitor best practices in classrooms.</i></li> <li>● <i>Increase reclassification rates for English learners.</i></li> <li>● <i>Develop curriculum pacing and assessment guides for all content areas.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Monitor implementation of new series with observational data via Instructional Rounds and Wonders assessment data.</i></li> <li>● <i>Increased SGP achievement and progress from year to year for summer school students as measured by local and state assessments.</i></li> <li>● <i>Extend differentiated training to first grade staff. Extended training for 2nd-6th grade teachers.</i></li> <li>● <i>Increase the number of Instructional Rounds with specific Problem of Practice focus.</i></li> <li>● <i>Increase the reclassification rate by 1% or more.</i></li> <li>● <i>Continue to develop a curriculum and pacing guide that integrates in GSS with ELA or mathematics content areas for improved instructional practice. Gain familiarity with social studies</i></li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Asst Supt of Instructional Services</li> <li>● Deputy Superintendent of Pupil Services</li> <li>● Director of Instructional Services</li> <li>● Curriculum Advisory Council</li> <li>● Principals</li> <li>● Learning Center Teachers</li> <li>● Coordinator of Special Education</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher training on implementation of new ELA/ELD curriculum</li> <li>● Purchase of additional core and/or intervention materials For Learning Center and Learning Center teachers</li> <li>● Additional funds for lower instructor/student ratio</li> <li>● Additional instructional technology</li> <li>● Summer learning program for subgroups</li> <li>● Extend differentiation training/support to cover K-six grade span</li> <li>● Parent education nights for parents of gifted students</li> <li>● .67 FTE for District Differentiation/MTSS</li> </ul>



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	<ul style="list-style-type: none"> <li>● Continue to monitor Bridges/CPM implementation via pacing and assessment guides.</li> <li>● Develop districtwide plan that delineates ways to address barriers to learning.</li> <li>● Conduct dual immersion feasibility study</li> </ul>	<p>framework.</p> <ul style="list-style-type: none"> <li>● Establish elected formative measures between benchmark data points.</li> <li>● Develop a districtwide plan that delineates the non—academic indicators that present us barriers to learning. Promising practices may include cultural proficiency, mindfulness, restorative practices, social/emotional learning in safe environments including playground.</li> <li>● Conduct site visits, determine costs, program viability, and community interest.</li> </ul>		<p>specialist</p> <ul style="list-style-type: none"> <li>● Support for early childhood education initiatives and preschool classes including training and support of teachers and assistants</li> <li>● Stipends and release time for Curriculum Council members</li> <li>● Purchase additional Second Step materials</li> <li>● Funds and training to expand Power of Play</li> <li>● PD for NGSS science plan</li> </ul>
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**3. STRATEGIC GOAL – Technology – School Year 2018 - 2019**

<b>Mission Statement:</b>	The mission of the Goleta Union School District is to maximize academic, intellectual, and personal growth in order for each student to prosper in, and positively influence, a diverse and dynamic world.
<b>Strategic Goal:</b>	Provide embedded technology support within a comprehensive course of study that includes creativity, communication, collaboration, and critical thinking for all students.

<b>District Goal: Technology LCAP Goal 3 Integration of Course of Study with 4 Cs, Innovation, Life and Career Skills, and Information, Media and Technology Skills</b>	<b>Indicators</b>	<b>Measures</b>	<b>Responsible and Involved Persons</b>	<b>Professional Development/Resources Needed</b>
<p>We will provide embedded technology support within a comprehensive course of study that includes creativity, communication, collaboration, and critical thinking for all students.</p> <p><i>LCAP State Priority 6, 8</i></p>	<ul style="list-style-type: none"> <li>● <i>Access to digital technology</i></li> <li>● <i>Use an application of 4Cs supported by appropriate technology</i></li> <li>● <i>Specialist schedules</i></li> <li>● <i>Keyboarding proficiency</i></li> <li>● <i>Level of staff training/proficiency</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Year one implementation of technology refresh plan.</i></li> <li>● <i>Observational data calibrated and measured by Instructional Rounds.</i></li> <li>● <i>Maintain robust specialist programs for science, art, music, computer/STEM, and PE.</i></li> <li>● <i>Identify the percentage of students participating in a keyboarding program and percent to meeting writing standards for keyboarding.</i></li> <li>● <i>Agendas of TTL meetings, reports from TTL’s in teacher growth. Gather additional feedback through survey.</i></li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Asst Supt of Instructional Services</li> <li>● Director of Instructional Technology</li> <li>● Deputy Superintendent of Pupil Services</li> <li>● Assistant Superintendent of Human Resources</li> <li>● Assistant Superintendent of Fiscal Services</li> </ul>	<ul style="list-style-type: none"> <li>● Sufficient funds to schools for baseline implementation of each subject area</li> <li>● Funds to replace aging digital devices and software</li> <li>● Funds for students to participate in garden education program</li> <li>● Funding for Technology Teacher Leads fund local Ed Tech Team Summit</li> <li>● Develop a core technology team and provide release time for the creation of an infrastructure plan</li> <li>● Funds for online agenda system and training</li> </ul>

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<p>We will provide embedded technology support within a comprehensive course of study that includes creativity, communication, collaboration, and critical thinking for all students.</p>	<ul style="list-style-type: none"> <li>● Synergy Student Information System Implementation</li> <li>● Review EADMs/iOEducation vs. Synergy module for which better serves our District as student data/assessment database</li> <li>● Develop GUSD technology plan to integrate educational and IT needs</li> <li>● Implement CSBA Online Agenda program</li> <li>● Explore options to digitize personnel records</li> <li>● Explore options to digitize pupil records</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers produce report cards, School Sites enroll new students</li> <li>● Recommendation to Cabinet</li> <li>● An IT and Educational Technology plan will be completed by June 2019</li> <li>● Staff and trustees will be able to use CSBA online agenda program.</li> <li>● Present process for digitizing current personnel records at Cabinet</li> <li>● Present process for digitizing current pupil records at Cabinet</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Deputy Superintendent</li> <li>● Assistant Superintendent of Instructional Services</li> <li>● Assistant Superintendent of Human Resources</li> <li>● Assistant Superintendent of Fiscal Services</li> <li>● Director of Instructional Services</li> <li>● Director of IT</li> <li>● TTL Committee</li> <li>● Data Analyst</li> <li>● Principals</li> <li>● Teacher Technology Leads Committee</li> </ul>	<ul style="list-style-type: none"> <li>● Funds for digitized records and training</li> <li>● Meeting/planning time</li> <li>● Training</li> <li>● Funds for digital records</li> <li>● Funds for Synergy</li> </ul>
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**4. EFFECTIVE LEARNING ENVIRONMENTS – School Year 2018 - 2019**

<b>Mission Statement:</b>	The mission of the Goleta Union School District is to maximize academic, intellectual, and personal growth in order for each student to prosper in, and positively influence, a diverse and dynamic world.			
<b>Strategic Goals:</b>	<b>Learning Environments:</b> Provide effective learning environments.			
<b>District Goal: Learning Environments</b> <b>LCAP Goal 4</b> <b>1. Effective Environment</b>	<b>Indicators</b>	<b>Measures</b>	<b>Responsible and Involved Persons</b>	<b>Professional Development/Resources Needed</b>
We will provide effective learning environments.  <i>LCAP State Priority 1 &amp; 6</i>	<ul style="list-style-type: none"> <li>● <i>Teacher assignment rate</i></li> <li>● <i>Access to standards aligned instructional materials</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Maintain 100% assignment rate.</i></li> <li>● <i>Maintain 100% student access to aligned instructional materials.</i></li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Deputy Superintendent</li> <li>● Assistant Superintendent of Human Resources</li> <li>● Assistant Superintendent Instructional Services</li> </ul>	<ul style="list-style-type: none"> <li>● Funds for five-day Summer Institute</li> <li>● Assess need of .6 FTE certificated nurse who was added in 2017 – 2018.</li> </ul>
We will provide effective learning environments.	<ul style="list-style-type: none"> <li>● Explore options for enhancing enrollment and programs at schools with low enrollment or other unique community needs.</li> </ul>	<ul style="list-style-type: none"> <li>● Research and present options to school staff</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Deputy Superintendent</li> <li>● Assistant Superintendent of Human Resources</li> <li>● Assistant Superintendent Instructional Services</li> </ul>	<ul style="list-style-type: none"> <li>● Possible release time for staff</li> <li>● Meeting time</li> <li>● Possible travel to observe programs at other schools, out of district</li> </ul>

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District Goal: Learning Environments LCAP Goal 4 2. Safety <sup>[1]</sup>	Indicators	Measures	Responsible and Involved Persons	Professional Development/Resources Needed
<p>We will provide effective learning environments.</p> <p>LCAP State Priority 1 &amp; 6</p>	<ul style="list-style-type: none"> <li>● <i>Suspension rate for all students and student subgroups.</i></li> <li>● <i>Expulsion rate</i></li> <li>● <i>Student survey perception data.</i></li> <li>● <i>Develop a plan for prevention of suspensions and or alternatives to suspension.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Strive for very low rates for all students and address any disparity by student group to improve less than very low rates.</i></li> <li>● <i>Maintain zero expulsion rate.</i></li> <li>● <i>Increase positive response rates on items related to safety and school connectedness.</i></li> <li>● <i>Completed suspension plan.</i></li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Deputy Superintendent of Pupil Services</li> <li>● Principals</li> </ul>	<ul style="list-style-type: none"> <li>● PD for teachers to support behavioral needs</li> <li>● PD for yard supervisors to support behavioral needs</li> </ul>
<p>We will maintain and refine our safe, healthy, and secure school environments through review and revision and implementation of school safety plans.</p>	<ul style="list-style-type: none"> <li>● Conduct safety committee meetings</li> <li>● Improve and update safe school plan templates</li> <li>● Improve and update emergency systems districtwide</li> <li>● Establish procedures for districtwide emergency drill</li> </ul>	<ul style="list-style-type: none"> <li>● Safety committee will help to establish district safety goals and priorities.</li> <li>● A new template will be identified and formatted for the use of all schools in the fall.</li> <li>● Devise a plan and outcomes for the next round of meetings with the districtwide safety subcommittees.</li> <li>● At least one districtwide emergency drill will be conducted.</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Deputy Superintendent of Pupil Services</li> <li>● Assistant Superintendent of Fiscal Services</li> <li>● Principals</li> </ul>	<ul style="list-style-type: none"> <li>● Meeting time</li> <li>● Funds to support safety and emergency supplies and equipment</li> </ul>

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District Goal: Learning Environments LCAP Goal 4 3. Wellness	Indicators	Measures	Responsible and Involved Persons	Professional Development/ Resources Needed
We will provide effective learning environments.  <i>LCAP State Priority 1 &amp; 6</i>	<ul style="list-style-type: none"> <li>● <i>Support student and staff wellness through ongoing district wellness policies and programs.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Schedule appropriate training opportunities for staff awareness and training.</i></li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Assistant Superintendent of Instructional Services</li> <li>● Director of Instructional Services</li> <li>● Nurses</li> <li>● Principals</li> </ul>	<ul style="list-style-type: none"> <li>● Appropriate wellness training.</li> </ul>
We will expand resources and training to address bullying and other inappropriate student behaviors.	<ul style="list-style-type: none"> <li>● Implement district-wide social emotional curriculum (Second Step)</li> <li>● Develop a GUSD training on behavior strategies for teachers or site teams</li> </ul>	<ul style="list-style-type: none"> <li>● Site schedules of 2nd Step implementation, principal reflections</li> <li>● Training attendance rosters</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Deputy Superintendent of Pupil Services</li> <li>● Assistant Superintendent of Instructional Services</li> <li>● Director of Instructional Services</li> <li>● Principals</li> </ul>	<ul style="list-style-type: none"> <li>● August 2018 professional development time to review materials at sites</li> <li>● Ongoing support from principals, school psychologists for Second Step</li> <li>● Additional training with behavior strategies</li> </ul>

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District Goal: Learning Environments LCAP Goal 4 4. Facilities	Indicators	Measures	Responsible and Involved Persons	Professional Development/Resources Needed
<p>We will provide effective learning environments.</p> <p><i>LCAP State Priority 1 &amp; 6</i></p>	<ul style="list-style-type: none"> <li>● <i>Ongoing maintenance of facilities.</i></li> </ul>	<ul style="list-style-type: none"> <li>● Continue to contribute to GUSD Deferred Maintenance Fund in annual budget.</li> <li>● Complete deferred maintenance projects as identified in condition surveys and as needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Assistant Supt Fiscal Services</li> <li>● Director of MOT</li> </ul>	<ul style="list-style-type: none"> <li>● General Fund transfer to Deferred Maintenance Fund</li> <li>● Contribution to Routine Restricted Maintenance</li> </ul>
<p>We will begin planning process for updating, upgrading, and repairing our facilities.</p>	<ul style="list-style-type: none"> <li>● Engage consultant to facilitate the development of education specifications process.</li> <li>● Engage architect to develop facilities master plan.</li> <li>● Enhance efficiency of warehouse supply distribution system.</li> <li>● Upgrade phone system at all sites.</li> </ul>	<ul style="list-style-type: none"> <li>● Plan Trustee and stakeholder input sessions regarding the connection of the educational program and LCAP to the facilities master plan.</li> <li>● Completed facilities master plan.</li> <li>● Plan will be developed and shared with governance team.</li> <li>● Upgraded phone system.</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Deputy Superintendent of Pupil Services</li> <li>● Assistant Supt Fiscal Services</li> <li>● Assistant Superintendent Instructional Services</li> <li>● Director of MOT</li> <li>● Stakeholder Committee</li> <li>● Consultant for Ed Specs process</li> <li>● Architect</li> </ul>	<ul style="list-style-type: none"> <li>● Capital Reserve Funds for educational specification and Facilities Master Plan processes</li> <li>● Meeting time</li> <li>● Consider facilities bond and state facilities</li> </ul>
<p>We will address immediate space needs due to increasing enrollment at impacted sites</p>	<ul style="list-style-type: none"> <li>● Modernization of fire alarm systems at all sites to allow for other projects such as modular classroom installations at sites that need additional classroom space.</li> </ul>	<ul style="list-style-type: none"> <li>● Upgraded fire alarm system at all sites.</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Assistant Supt Fiscal Services</li> <li>● Director of MOT</li> </ul>	<ul style="list-style-type: none"> <li>● Capital Reserve Fund - Developer Fees</li> </ul>

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<p>We will maintain commitment to efficient, timely, facilities and grounds maintenance employing sustainable practices, including renewable energy sources where possible.</p>	<ul style="list-style-type: none"> <li>● Continue to maintain energy management focus in any facilities planning efforts</li> <li>● Include renewable energy and sustainability language in scope requirements of RFP for Facilities Master Plan.</li> <li>● Replace lighting with more energy efficient LED lights.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to research opportunities for funding, discounts, and rebates for solar initiatives</li> <li>● Facilities master plan</li> <li>● LED lighting will be installed at all 10 GUSD sites and the district office.</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Assistant Supt Fiscal Services</li> <li>● Director of MOT</li> </ul>	<ul style="list-style-type: none"> <li>● Funds for long range facilities planning.</li> <li>● Prop. 39 Funds for new LED lighting.</li> </ul>
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<p><b>District Goal: Learning Environments</b> <b>LCAP Goal 4</b> <b>5. Human Resources</b></p>	<p><b>Indicators</b></p>	<p><b>Measures</b></p>	<p><b>Responsible and Involved Persons</b></p>	<p><b>Professional Development/Resources Needed</b></p>
<p>We will recruit, employ and induct highly qualified teachers, leaders, and support staff.</p>	<ul style="list-style-type: none"> <li>● Substitute teacher recruitment and professional development</li> <li>● New principal leadership meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Arrange monthly substitute intake sessions to continue to develop a deep substitute pool.</li> <li>● Conduct monthly meetings with new principals.</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Assistant Superintendent of Human Resources</li> <li>● Assistant Superintendent of Instruction</li> <li>● Directors</li> <li>● Principals</li> </ul>	<ul style="list-style-type: none"> <li>● Recruitment and negotiations</li> <li>● Substitute recruitment and training</li> </ul>
<p>We will train and retain highly qualified teachers, leaders and support staff.</p>	<ul style="list-style-type: none"> <li>● New hire orientation</li> <li>● Administrator professional development</li> <li>● Partnerships with local universities</li> </ul>	<ul style="list-style-type: none"> <li>● Orientation agendas/attendance &amp; in logs</li> <li>● Schedules/agendas/handouts/attendance &amp; in logs for leadership professional development sessions</li> <li>● Copies of literature distributed to teachers and leaders on advanced degree programs and academies</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Assistant Superintendent of Human Resources</li> <li>● Assistant Superintendent of Instruction</li> <li>● Directors</li> <li>● Principals</li> </ul>	<ul style="list-style-type: none"> <li>● New hire orientation</li> </ul>
<p>We will recruit and hire an ethnically diverse certificated and leadership staff that represents the</p>	<ul style="list-style-type: none"> <li>● Expand efforts to recruit teachers and leaders at colleges/universities that attract candidates from</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance at college/recruitment fairs that enrolled traditionally underrepresented candidates that reflect GUSD’s community diversity</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Assistant Superintendent of Human Resources</li> </ul>	<ul style="list-style-type: none"> <li>● Possible out of area travel</li> <li>● CALSA membership for administrators</li> </ul>



STRATEGIC PLAN IMPLEMENTATION 2017-2020

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growing diversity of the community.	traditionally underrepresented groups	<ul style="list-style-type: none"> <li>● Recruitment schedule/flyer completed and distributed to colleges/universities</li> </ul>	<ul style="list-style-type: none"> <li>● Assistant Superintendent of Instruction</li> <li>● Directors</li> <li>● Principals</li> </ul>	
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5. COMMUNITY INVOLVEMENT – School Year 2018 - 2019

<b>Mission Statement:</b>	The mission of the Goleta Union School District is to maximize academic, intellectual, and personal growth in order for each student to prosper in, and positively influence, a diverse and dynamic world.
<b>Strategic Goal:</b>	<b>Value Community Involvement and Local Control:</b> Student learning is supported to the greatest extent possible by locally generated resources and controlled by community governance through the elected Board of Trustees.

District Goal: Community Involvement LCAP Goal 5 1: Community Involvement	Indicators	Measures	Responsible and Involved Persons	Professional Development/Resources Needed
<p>We will value and encourage community involvement and local control.</p> <p>LCAP State Priorities 3 &amp; 5</p>	<ul style="list-style-type: none"> <li>● <i>Agendas, attendance records showing efforts to seek, and promote parent input and participation</i></li> <li>● <i>Support continued engagement of DAC, DELAC, GES DAC, PTAs, and School Site Councils.</i></li> <li>● <i>Continue parent education including DELAC/ELAC training, school engagement, parenting programs, and information sessions on instructional programs.</i></li> <li>● <i>Support DELAC request for one or more joint meetings of DELAC with all site ELACs.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Maintain or improve</i></li> <li>● <i>Maintain or improve</i></li> <li>● <i>Maintain or improve</i></li> <li>● <i>Agenda/meeting minutes</i></li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Deputy Superintendent of Pupil Services</li> <li>● Assistant Superintendent of Instructional Services</li> <li>● Director of Instructional Services</li> <li>● Principals</li> </ul>	<ul style="list-style-type: none"> <li>● Funds to provide 3.0 FTEs of community liaison support to serve Spanish-speaking families</li> <li>● Provide 1.0 FTE licensed clinical social worker</li> <li>● Funds to support IVYP Family Advocate with office space and supplies</li> <li>● Funds to support working families through the @Afterschool program.</li> <li>● Provide .43 FTE district translator for Spanish translation of district</li> </ul>

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	<ul style="list-style-type: none"> <li>● <i>Develop chronic absentee plan to address specific student groups through parent outreach.</i></li> <li>● <i>Local parent, staff perception survey data</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Completed chronic absentee plan</i></li> <li>● <i>Representatives of sample of parents from all schools included in data collection.</i></li> </ul>		<p>communication, IEP translation, and periodic live interpretation responsibilities</p> <ul style="list-style-type: none"> <li>● ParentSquare for communication</li> </ul>
<p>We will encourage active parent involvement in district and site advisory opportunities, PTA participation, and direct support for student learning at school and at home.</p>	<ul style="list-style-type: none"> <li>● Parent/community participation on district committees</li> </ul>	<ul style="list-style-type: none"> <li>● Committee meeting sign-in sheets</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Deputy Superintendent of Pupil Services</li> <li>● Assistant Superintendent of Instructional Services</li> <li>● Director of Instructional Services</li> <li>● Principals</li> <li>● Community Liaisons</li> <li>● Translator</li> </ul>	
<p>We will offer and encourage opportunities for parent training and education in areas of literacy, technology, advocacy, health, and other high interest topics.</p>	<ul style="list-style-type: none"> <li>● Parent education opportunities offered through Gifted Services Workshops, Joint ELAC trainings, Wellness Summit, Information presented at District meetings (DAC, DELAC) and Site Meetings (PTA, SSC, ELAC)</li> <li>● Include in parent survey questions to parents about what type of further education/workshop would be desired</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance at workshops and district/site meetings</li> <li>● Conduct and communicate parent survey</li> </ul>	<ul style="list-style-type: none"> <li>● Same as above</li> </ul>	<ul style="list-style-type: none"> <li>● Funds to support external parent workshops</li> <li>● Fliers for communication</li> </ul>

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	<ul style="list-style-type: none"> <li>● Community partnerships to provide parent education opportunities (Computers For Families, Padres Unidos, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance at workshops/parent nights</li> </ul>		
<p>We will encourage and publicly recognize partnerships with local institutions of higher learning, businesses, and organizations.</p>	<ul style="list-style-type: none"> <li>● Partnerships with public agencies:                             <ul style="list-style-type: none"> <li>○ City of Goleta</li> <li>○ County of Santa Barbara</li> <li>○ Santa Barbara County Education Office</li> <li>○ Partners in Education</li> <li>○ Santa Barbara County Sheriff's Department</li> <li>○ Santa Barbara County Fire Department</li> <li>○ UCSB</li> <li>○ SBUSD and other Partner School Districts</li> </ul> </li> <li>● Partnerships with private/nonprofit agencies:                             <ul style="list-style-type: none"> <li>○ Goleta Education Foundation</li> <li>○ United Way</li> <li>○ Bower Foundation</li> <li>○ Isla Vista Youth Projects</li> <li>○ CALM</li> <li>○ Noontime Rotary Club of Goleta</li> <li>○ Explore Ecology</li> <li>○ Padres Unidos</li> <li>○ Coalition for Sustainable Transportation (COAST)</li> <li>○ SB Special Olympics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Participation in Partner meetings and events</li> <li>● Crossing guard agreement with City of Goleta</li> <li>● Partner recognition at GUSD Board meeting</li> </ul>	<ul style="list-style-type: none"> <li>● Cabinet</li> <li>● Principals</li> </ul>	<ul style="list-style-type: none"> <li>● Time for meetings</li> <li>● Supplies</li> <li>● Training</li> </ul>

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District Goal: Community Involvement LCAP Goal 5 2. Local Resources	Indicators	Measures	Responsible and Involved Persons	Professional Development/Resources Needed
We will value and encourage community involvement and local control.  <i>LCAP State Priorities 3 &amp; 5</i>	<ul style="list-style-type: none"> <li>● <i>P2 attendance</i></li> <li>● <i>Chronic absentee</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Maintain or improve</i></li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> <li>Deputy Superintendent of Pupil Services</li> <li>Assistant Superintendent of Fiscal Services</li> </ul>	<ul style="list-style-type: none"> <li>● Meeting time with parents</li> <li>● Synergy training</li> </ul>

**6. Resource Alignment – School Year 2018 - 2019**

<b>Mission Statement:</b>	The mission of the Goleta Union School District is to maximize academic, intellectual, and personal growth in order for each student to prosper in, and positively influence, a diverse and dynamic world.
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Resource Alignment	Indicators	Measures	Responsible and Involved Persons	Professional Development/Resources Needed
<b>Finance</b>				
We will ensure that funds and budget resources are aligned with district goals to remain fiscally solvent and provide high quality services.  <i>LCFF and LCAP</i>	<ul style="list-style-type: none"> <li>● Create and implement a budget assumption process</li> <li>● Fund intervention, MTSS, and all PLC initiatives</li> <li>● Create a plan for use of one-time funds and show alignment to strategic plan and/or LCAP as applicable</li> <li>● Continue supporting staff development</li> </ul>	<ul style="list-style-type: none"> <li>● A draft budget assumptions document will be created and an engagement process will be conducted with Trustees.</li> <li>● Interim reports and financial statement at end of the year</li> <li>● A plan for one-time funds will be presented to the Board fall 2018.</li> <li>● Staff development across the district, opportunities for training teachers/staff/leadership</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Deputy Superintendent of Pupil Services</li> <li>● Assistant Superintendent of Fiscal Services</li> <li>● Assistant Superintendent Instructional Services</li> <li>● Director of Food Services</li> </ul>	<ul style="list-style-type: none"> <li>● Funding for interventions, instructional materials, technology, and staff development</li> <li>● Prop 39 funds</li> <li>● Funds for professional development, collaboration, instructional materials, technology.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Participation in Get Schools Cooking initiative</li> <li>● Ensure budget is in alignment with LCAP actions each year</li> </ul>	<ul style="list-style-type: none"> <li>● Implement suggested changes as recommended by Get Schools Cooking audit</li> <li>● LCAP Document approved by Board of Trustees passes SBCEO –SBAS financial review.</li> </ul>		
We will align Federal Funding allocations with priorities set in LCAP goals and actions to support supplemental initiatives for EL and SED students	<ul style="list-style-type: none"> <li>● Allocate Federal Funds (Title I and Title III) to school sites and Instructional Services by unduplicated student count as reported in the CONAPP.</li> </ul>	<ul style="list-style-type: none"> <li>● Track budgets by school site and in the CONAPP to ensure Federal funds are being spent properly and aligned with LCAP goals and actions</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Assistant Superintendent Fiscal Services</li> <li>● Assistant Superintendent Instructional Services</li> <li>● Principals</li> </ul>	<ul style="list-style-type: none"> <li>● Federal Funding tracked by Restricted Resource Codes</li> </ul>
We will provide school site funding to support board priorities for CORE programs per <i>LCAP Goal 3</i>	<ul style="list-style-type: none"> <li>● Allocate funds to each school site based on student enrollment to support CORE learning programs (Science, Technology, PE, Art, Music)</li> </ul>	<ul style="list-style-type: none"> <li>● Track budget allocations of \$791,855 for 2018-19, by school site in the ESCAPE system to monitor spending in CORE budget areas.</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Assistant Superintendent Fiscal Services</li> <li>● Principals</li> </ul>	<ul style="list-style-type: none"> <li>● Unrestricted General Funds used for CORE budget allocations</li> </ul>
We will continue to make contributions to the Deferred Maintenance Fund for facilities maintenance and repair per <i>LCAP Goal 4</i>	<ul style="list-style-type: none"> <li>● A transfer from the Unrestricted General Fund of \$225,000 to the Deferred Maintenance Fund will be made annually.</li> </ul>	<ul style="list-style-type: none"> <li>● The GUSD Unrestricted General Fund Budget includes a transfer amount of \$225,000 to the Deferred Maintenance Fund.</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Assistant Superintendent Fiscal Services</li> </ul>	<ul style="list-style-type: none"> <li>● Unrestricted General Funds used for Deferred Maintenance</li> </ul>
We will continue to fund the school garden programs per <i>LCAP Goal 3</i>	<ul style="list-style-type: none"> <li>● Renew the MOU with Explore Ecology annually to administer the garden education programs at all GUSD schools.</li> </ul>	<ul style="list-style-type: none"> <li>● Include \$40,000 in the Unrestricted General Fund budget</li> <li>● Discuss ways to continue funding for Title I schools’ garden program in 2019-20with loss of grant funding from Explore Ecology</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Assistant Superintendent Fiscal Services</li> <li>● Principals</li> </ul>	<ul style="list-style-type: none"> <li>● Unrestricted General Funds</li> </ul>

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## Strategic Plan Implementation: Definitions

### Student Learning

#### 1. Professional Learning Communities

*Job-alike teams working together to analyze data regarding student progress. PLC determines modifications that can be made to instruction to support next steps in student progress. Modifications include professional learning that may be needed for PLC participants to increase their own capacity around an identified area of need. Examples include teachers learning strategies to support social/emotional needs of students, or how to better analyze and use STAR 360 data.*

#### 2. Achievement

- a. ELA/Math/Science
- b. Broad Course of Study: Art, Music, Science, Technology, PE

*GUSD continues to strengthen our collection of common data (Star 360, Lexia, curriculum benchmarks) for the purpose of data analysis. Leadership and staff are striving to incorporate the use of local common data to set goals, track student progress, and adjust instruction accordingly to better target intervention/extension. A focus on data analysis across subgroups at the site level is a next-step to support reducing the disparity between groups.*

*For science, our curriculum council was trained this past year in Next Generation Science Standards (NGSS) and began reviewing potential curriculums for adoption. During 2018-2019, we anticipate piloting and making a recommendation for adopting materials for the 2019-2020 school year.*

*Visual and performing arts are largely accomplished through specialists at varying levels across the district.*

#### 3. MTSS

*Multi-tiered System of Supports (MTSS) is an umbrella term to acknowledge site teams identification and support of the unique academic, social/emotional, or behavioral needs of ~15% of the site’s population that without additional intervention and support will not make adequate progress. Support may include small group instruction, supplemental materials for targeted instruction, social/emotional instruction, behavioral plans, additional communication with parent(s), connection to additional community resources. Each site received Wonder Works, the intervention curriculum associated with Wonders to target English Language Arts intervention. Partnership with UCSB Professor Dr. Shane Jimerson supported data collection on the implementation of the MTSS system at each school site and across the district.*

*“Powerful Instruction, Purposeful Individualization, Productive Partnerships, Solid Evidence of Student Success”*Best Practices

## Research-Based Best Practices and Teaching Methods/Content Standards

*All students are offered a guaranteed and viable curriculum based on research-based best practices through our adopted curriculum Wonders (ELA) and Bridges (K-5)/CPM(6th) for math. Ongoing support for implementation is provided through site leadership and ongoing professional development.*

*All students learning English participate in 30 minutes designated English Language Development (ELD) and teachers are focused on integrating language objectives throughout the day to maintain access to higher-order thinking skills while children learn the language.*

*Engagement for all students is high through differentiated instruction. 2nd-6th grade teachers have participated in a series of trainings, and continue to be supported, on differentiation. Examples include using themes, depth & complexity, differentiated materials, products, or thinking skills, and independent study. 1st grade teachers will be trained in 2018-2019, and K in 2019-2020.*

*Summer learning supports an experiential learning model with an academic focus in the morning and field trips in the afternoon. Star 360 and Lexia data will be used to quantitatively measure the results of summer school. Student and teacher interviews will add additional insight into the benefits and challenges of this program.*

Technology

## Integration of Course of Study with 4 C's (collaboration, creative thinking, communication, critical thinking), Innovation, Life and Career Skills, and Information, Media and Technology Skills

*GUSD continues to maintain devices in the classroom that support instruction, with older devices being updated. Teacher technology leads (TTLs) provide on-site support, professional development, and coaching around technology. Access to devices support students' ability to engage in higher level thinking through critical thinking, communication, collaboration, and creativity (the 4 C's) and begins to bring in STEM concepts. Specialists' schedules are maintained and the training and implementation of the social/emotional curriculum Second Step to support the 4 C's.*

*“Powerful Instruction, Purposeful Individualization, Productive Partnerships, Solid Evidence of Student Success”*Learning Environment

1. Effective Environment
2. Safety
3. Wellness
4. Facilities
5. Human Resources

*We continue to maintain low suspension rates. A student climate survey baseline was established in 2017 and will be conducted every other year for comparison. The GUSD Wellness Committee maintains a dedication to wellness, including a day of differentiated options for staff wellness education. School safety and emergency plans are updated with focus groups established around particular themes for additional input. We are working to complete a long-term facilities master plan with funding recommendations to support safety.*

Community Involvement

1. Community
2. Local Resources

*Input from parents and the community is sought through committees such as the District English Learner Advisory Council (DELAC), District Advisory Council (DAC), and Gifted Education Services (GES). Representation from school sites are on other various district committees. Communication was supported through additional training for bilingual staff on high quality interpretation and the maintenance of sufficient headsets for translation. Partnerships with the community offered various support and local resources including funding and volunteers. Examples include: Explore Ecology (garden grants), Computers for Families (CFF), Safe Routes to Schools (Pedestrian and Bike Safety), CALM (Good touch/bad touch education in K, 3rd), United Way (Lexia), UCSB (student teachers, Power of Play conflict resolution), Partners in Education, etc.*

Resource Alignment

## Financial

*The category of Resource Alignment was added so that fiscally solvent practices that align with strategic goals and initiatives could be documented.*